HOLLYWOOD PRIMARY SCHOOL
Placement of Individual Children in Classes - Guidelines

REVIEWED and ENDORSED BY THE HOLLYWOOD SCHOOL BOARD: 27 OCTOBER 2026

RATIONALE
Hollywood Primary School has a process in place for allocating students into classes each year, combining teacher professional judgement, with all available student information to form balanced classes.

PURPOSE:
Classes are to be formed in such a way as to best meet the needs of the students within the constraints of Department policy, Industrial Agreements, and the school's financial and physical resources.

GUIDELINES for FORMING CLASSES:
Where the school structure requires single year level or composite classes, a rigorous process is followed. Classes at Hollywood Primary School are not streamed.

PROCESS:

1. The Leadership Team establishes class structure options for the following year based upon anticipated enrolments, historical data, school priorities, and the need for operational flexibility.

2. Parents/caregivers may provide written submissions regarding class placements. Parents and carers may provide the principal with specific information about the child's learning needs that they believe the school may not be aware of. Submissions must be based on educational reasons, addressed to 'The Principal' and marked 'Confidential'. Parents can not request a particular teacher.

3. Classroom teachers, in consultation with specialist teachers, provide information on each student, including the level of academic, social and behavioural support to the Leadership Team.

4. Current year level teachers collate all data collected in Steps 3, drafting classes that balance gender, behaviour and academic support and student friendships.

5. Draft lists are reviewed for workload equality by the Leadership Team. All written parent/caregiver submissions are considered during this stage.

6. Class lists are reviewed by teaching staff with final changes made, ensuring balance amongst classes is maintained, prior to final ratification by the principal in early December.

7. Students visit their new classroom at the end of the year. Students will be told that teachers may change but they can see which peers will be in their class for the following year.

8. Class lists will be circulated to parents prior to students attending on the first day of the new school year, to cater for staffing adjustments and last-minute student enrolments and departures.

9. SAER students who need additional support with classroom transitions will be provided a social story before the end of the year. This will contain photos of the new classroom and where possible, the staff who may be working with the child the following year.

10. If a child has been in a composite class, the following year the student may be placed in a straight year class. This placement will be determined by the school depending on individual student and cohort needs.

COMPOSITE CLASSES: (Classes comprising students from different year levels)

Composite classes arise when there is a need to create a class by combining children from two or more year levels into the same classroom, with instruction provided by the same teacher/s. Composite classes are required when there are uneven student numbers across year levels, and in order to comply with DoE policy and Industrial Agreements.

Department recommendations are; Year 1 – 3 classes are no larger than 24 students; Years 4 – 6 class numbers are no larger than 32; Kindergarten classes are 20 students and a Pre-Primary class is no larger than 27 students. Combining students in composite classes is often an administrative solution that allows schools to ensure more consistent class sizes at Hollywood Primary School. We have and will continue to incorporate composite classes within a school year.

Research indicates that students in composite classes achieve academic outcomes comparable to those in single-year classes. Composite classes can also broaden students' social networks, create additional opportunities for leadership and mentoring, and support the development of confidence, independence and collaboration skills.

A common misconception is that students are ranked by ability and that the highest-achieving students are placed in an upper composite class while lower-achieving students are placed in a lower composite class. This is not how class placements are determined. When considering students for composite classes, the school does not rank students from "top" to "bottom". Rather, a range of factors is considered, including academic needs, social and emotional wellbeing, peer relationships, learning behaviours, and the creation of balanced classes across the school. Students placed in composite classes are selected because the learning environment is considered an appropriate fit for them. Within every composite class, teachers plan for and cater to a range of learning needs and abilities, just as they do in single-year classes.

COMMON QUESTIONS

Why does the school have some composite classes instead of having all straight year level classes?

As staffing is dependent upon the enrolment in each grade, composite classes may occur. This practice is well supported by research and our beliefs about how children learn. It is also often a practical necessity with our enrolment numbers.

The class distribution will be considered on the basis of student numbers. The distribution for the class numbers may change each year according to numbers in the school and the effects of different numbers in each class or year group.

Why do we ask parents to leave class placement in the hands of the teaching staff?

As professional educators we strive to make the right choices taking into account all the information we have to hand. While it is certainly true that parents know their children the best, when a parent requests a specific placement for their child, they do not have all the relevant information. Teachers, on the other hand, have the academic and social information about all children in a particular year level.

When will I know my child's placement?

The Pre Primary to Year 6 class lists, for the following year, are displayed during the last week of term 4. Class structures or teacher allocation may need to change for the start of the year if we have increased or decreased enrolments, or is staff circumstances change.

Can I request a particular teacher for my child either in writing or through discussion with my child's present teacher?

No, this is not part of the Class Placement policy.

Can I request my child's placement with another child's in the classroom? Or, can I request my child not be placed with another particular child?

While some parents make a friendship request, the decision is complex. A number of times the school received a request from one family to place particular children together, while the second family requests that same children be placed in separate classes. The final decision on placement rests with the Principal.

Often children placed with best friends will work and play exclusively with each other, and this does not promote the social interaction we try to foster. We also find young children change best friends.

When allocating children to classes, we endeavour to foster positive social interaction across a year group, by making socially balanced classes and to help prevent non-constructive relationships.

If your child is having difficulty with a student in his/her class, please inform the teacher or one of the Associate Principal or Principal, so problem solving can take place. This is the aspect of the school experience where students learn to function socially with all kinds of people.

We really like the teacher one of our children had. Now our other child will be entering that year level. Can we assume our second child will get that teacher?

It is a coincidence if this happens as the school does not use historical records when placing children. New relationships are constructive and help us grow. All children are different and may respond well to a different teacher.

When I get my child's class placement, can I request that it be changed?

You may talk with one of the Associate Principal or Principal about your concerns and be assured that those concerns will be shared with the teacher so your child's anxieties will be addressed. Teachers are expected to have the skills to help children adjust.

The class placements are considered final. Changes to placements are rare due to the fact they often cause a chain reaction and impact on the class balance, which in turn is unfair to many students within the group. While we feel we consider the individual child during the placement process, parents must realise their child is part of a complex equation in school placements.

What if my child is having difficulty in his/her new placement after school has started? Can we request a change then?

We will do everything we can to problem solve. Parents need to talk to the teacher, the Associate Principal or Principal, so the child's needs can be addressed.

Finally, we want to stress that all information about children is valued and heard. Teachers want to construct the smoothest transitions possible for the students for which they care so much.

Parents can help also by being as positive and encouraging as possible to their children in this process.

Endorsed HPS Board: 27 October 2026